AN ANALYSIS OF STUDENTS' PROBLEMS IN SPEAKING ENGLISH

AT TENTH GRADE OF TOURISM CLASS IN SMK NEGERI 6

SURAKARTA IN THE ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as A Partial Requirements

For writing the thesis

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Assalamu'alaikum wa rahmatullahi wa barakaatuh

After reading thoroughly and giving necessary advice, herewith, as the advisors, I state that the thesis of:

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has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to gain Bachelor's Degree in UIN Raden Mas Said Surakarta.

Thank you for the attention

Wassalamu'alaikum wa rahmatullahi wa barakaatuh

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RATIFICATION

This is to certify the Sarjana thesis entitled "ANALYSIS OF STUDENTS' PROBLEMS IN SPEAKING ENGLISH AT 10 GRADE TOURISM CLASS VOCATIONAL HIGH SCHOOL 6 SURAKARTA ACADEMIC YEAR 2022/2023" by Ilham Nur Syafi'i has been approved by the Board of The Thesis Examination as the requirements for the degree of the sarjana in Raden Mas Said State Islamic University of Surakarta.
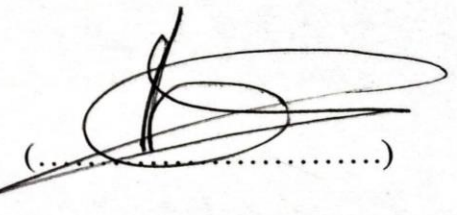
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DEDICATIONS

This research is dedicated to :

1. Allah SWT who always gives me a blessing and keeps me going and finished this thesis.

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MOTTO

"The world is like a shadow. If you try to catch it, it will run away. But if you turn your back on it, it has no choice but to follow you."

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya..."

(Q.S Al Baqarah: 286)

PRONOUNCEMENT

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I hereby sincerely that the thesis titled **"An Analysis of Students' Problems in Speaking English At Tenth Grade of Tourism Class in SMK Negeri 6 Surakarta Academic Year of 2022/2023"** Is my real masterpiece. The things of my masterpiece in this thesis are signed by citation and bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repeating my thesis and academic degree.

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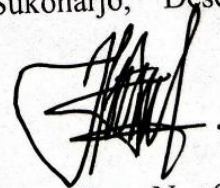suggested her during the process of writing this thesis. This goes to:

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ABSTRACT

Ilham Nur Syafi'i. 2023. Analysis Of Students' Problems In Speaking English At Tenth Grade Tourism Class SMK Negeri 6 Surakarta Academic Year 2022/2023

Keywords : Problem, Speaking, Problem Speaking

This research paper is intended to describe what are the problems of speaking and how strategies to overcome problems in speaking English in grade tenth ULP 1 students at SMK Negri 6 Surakarta for the 2022/2023 school year. The purpose of this study are (1) To know the students' problems in speaking English for tourism class at SMK Negeri 6 Surakarta. (2) To know the students' strategies to overcome their problems in speaking English for tourism class at SMK Negeri 6 Surakarta

This research uses descriptive-qualitative method. The respondents consisted of 10 students who experienced problems speaking in Class X ULP 1, First semester students at SMK Negeri 6 Surakarta. Data were collected from observations and interviews. Data analysis techniques are data reduction, data display, and conclusions. Researcher used credibility and triangulation method.

The results of this study show 4 factors that contribute to students' speech problems in English, namely: inhibition, nothing to say, low or uneven participation, and mother tongue use. Most of those factors are due to a lack of grammar, pronunciation, poor vocabulary, and confidence. Strategies to overcome students' English speaking problems are, increasing vocabulary, reading English writing, having conversation in English, listening English song, watching English movies, learning grammar, and try to loving English.

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

English is a language that people must use when communicating in the world. most people from different countries can speak English. English has an important role in many aspects of our lives. English is used in aspects of our lives such as technology, education, trade, and career, and is also the main means of communication between countries. In Indonesia, this language is very important to learn. English has learning objectives according to the Merdeka curriculum (source), namely, first Develop communicative competence in English with a variety of texts (spoken, written, visual, audiovisual), second Develop intercultural competencies to understand and appreciate the perspectives, practices, and products of Indonesian culture and foreign cultures, third Develop the confidence to express yourself as an independent and responsible individual, and last Develop critical and creative reasoning skills.

Speaking is one of the four basic competencies that students must master well. It has an important role in communication. Wahyudi (2013) that speaking is one of the productive skills for presenting information, generating ideas, express in interacting with others which involves many components such as pronunciation, listening, and grammar skill. Fitriani, et.al (2015) stated that speaking is one of the main language skills. Speaking is considered the most demanded skill in learning a language. In addition,

speaking is one of the elements of communication. Speaking is accepted by everyone as an important language communication skill and can also facilitate language acquisition and contribute to academic development. Additionally, Tahir (2015) says that somebody is considered successful in learning a foreign language when he or she can speak it.

In expressing language we need the medium as the implementation of language to be a means of communication. Speaking is a medium for implementing language function as a tool in oral communication. According to Henry Guntur Tarigan (2008), Speaking is a language skill that develops during a child's life that begins with listening skills, and it is at that time that the ability to speak or speak is learned.

Students who want to learn English must master four aspects of the language, namely speaking, listening, reading, and writing. These four aspects are related to each other. Among the four skills, speaking is the most important aspect, due to the large number of students who want to learn English to be able to use English for communicative/interaction purposes. But, in realization speaking is a common problem that students face in learning a foreign language. Many students state their barriers in speaking a foreign language, that they have spent years learning English but they cannot speak appropriately and understandably (Bueno, Madrid, & Mclaren, 2017). Royanita (2014) states that speaking is a complex skill because it is concerned with comments on pronunciation grammar, vocabulary, and fluency.

In tourism one of the efforts to prepare a professional to enter the field of tourism, the Government includes tourism education as one of the expertise programs at the Vocational High School level. Some of These vocational levels offer Tourism (tourism) The hope is that students who graduate from Vocational High School. those who choose the Expertise Program can apply their knowledge praxis in the field.

In tourism there are one of the skills that must be mustered by the students is speaking. It has a very important role for students. Speaking is an important component that must be prepared and owned by every student who takes part in the Vocational High School (SMK) tourism class program because in it there is learning in structured language learning to communicate with tourists. Because speaking is not a communication activity carried out between individuals alone, but by many people as well as the delivery of language that is easy to understand with the aim of the message getting good attention and as expected

For this reason, the writer conducted preliminary research in SMK Negeri 6 Surakarta. The author choose 10 grade because first grader meaning the potential of the problem a current in speaking is higher, conducted an informal interview with the teacher of the field of study, from the interview that speaking skills are one of the serious problems experienced by students in English subjects. The teacher said that most of the obstacles experienced by students in the x-grade tourism department in speaking English were lack of vocabulary knowledge, lack of pronunciation,

shyness, lack of self-confidence, and nervousness. This can affect student performance in speaking, students will tend to prefer silence.

The previous study from Laras 2021 entitled "STUDENTS' PROBLEMS IN SPEAKING ENGLISH AT SENIOR HIGH SCHOOL 6 SAROLANGUN" resulted of this study is the speaking problems experienced by students including pronunciation, vocabulary, fluency, nervousness, and shyness. The difference between this research and the first previous study is that the subject of the research researchers used the subject of grade 10 vocational high school tourism while the previous study used grade 10 high school. The similarity is the way the data collection technique is used, which uses interviews and observation

For most foreign language learners, Speaking in another language is not an easy matter because learning to Speak a foreign language needs more rather than knowing its grammar and semantics rules. So it is not uncommon for students to face many obstacles in learning it, especially in practicing it. In this regard, the difficulties of speaking are also faced by the tourism class at SMK N 6 Surakarta.

In this research, researcher choose tourism class at SMK Negeri 6 Surakarta. Speaking skills are one of the contexts currently considered in the realm of tourism and education. This makes English very significant, which is a language that is widely used by non-native speakers. As Cohen's statement (2004) states that a tourism worker is required to master English because the majority of tourists come from international circles. So it will be

more effective to use English in communicating. According to the explanation above the researcher will conduct a study to explore the factors of students' problems in speaking English as a foreign language, under the title. **"ANALYSIS STUDENTS' PROBLEMS IN SPEAKING ENGLISH AT 10 GRADE TOURISM CLASS SMK NEGERI 6 SURAKARTA ACADEMIC YEAR 2022/2023".**

B. **Identification of the Problems**

Based on the background study above the researcher can conclude that students in tourism class also have problems in speaking English. Their main problem is grammar, pronunciation, nervousness, and unconfident to speak English. Therefore the researcher wants to fully understand what students do to reduce their problems when speaking English, Especially the matter of speaking English.

C. **Limitation of the Problems**

The limitations of the problem in this study, To avoid too broad a study that makes the originality ofN the research purpose disappear, researchers limit the problem to still get the original purpose of this research. Researchers focus on problems and overcome speaking experienced by students 10-grade tourism class Vocational 6 Surakarta.

D. **Formulation of the Problems**

Based on the background above, this research problem has been formulated into the following question

1. What are the problems faced by students in speaking English in tourism class at SMK Negeri 6 Surakarta?

2. How the students' strategies to overcome their speaking English in tourism class at SMK Negeri 6 Surakarta?

E. Objectives of the Study

The objective of the research as follows**:**

1. To know students' problems in speaking English for tourism class at SMK Negeri 6 Surakarta

2. To know students' strategies to overcome their problems in speaking English for tourism class at SMK Negeri 6 Surakarta

F. Benefits of the Study

This study briefly discusses the role of students who have difficulty speaking English. The results of this study are expected to support and benefit the process of learning English, especially in overcoming speaking difficulties.

1. The Theoretically

Researcher hope that this research can provide good, accurate information and can be used as a reference for other researchers who want to research speaking English.

2. The Partically

a. For students, this can methane problems massage yang ada students' speaking skills in English. Students will understand learning better, and they will be able to improve their speaking skills.

b. For teachers, it can improve their creative abilities and serve as an effective reference and learning material to improve students' spoken English skills.

c. For schools, the results of this study are expected to improve the quality of English learning in schools.

G. Definition of Key Terms

1. Speaking

   According to Greene & Petty (2008), Speaking is a language skill that develops in a child's life, which is only preceded by listening skills, and it is during this time that the ability to speak or speak is learned.

2. Speaking Problem

   According to Sugiyono (2009), a problem is a deviation between what should be and what happened, between theory and practice, between rules and implementation, and between plans and implementers.

3. Tourism

   According to Mathieson & Wall in Pitana and Gyatri (2005), tourism is the activity of temporarily moving people to destinations outside their place of residence and carrying out activities while at the destination to prepare facilities to meet their needs.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking Definition

Speaking according to Greene & Pet ty (in Tarigan, 2008) that Speaking is a language skill that develops in the child's life, which is preceded only by listening skills, and It was during this time that the ability to speak or speak was learned. Speaking is closely related to the development of vocabulary acquired by the child through listening and reading activities.

Brown (2007) defines speaking as an interactive process of constructing meaning that involves the production, reception, and processing of speech sounds as the main instrument. Richard (2008) states "The mastery of speaking skill in English is a priority for many second language or foreign language learners". Speaking can be defined as the act of communicating ideas, thoughts, and feelings through verbal language or other forms of expression. It involves using words, tone, and body language to convey a message to an audience. Speaking is an important part of human communication and is used in a variety of settings, including private conversations, public speeches, and professional presentations. The ability to speak effectively is a valuable skill that can help individuals to express themselves more clearly, persuade others, and build stronger relationships.

2. Elements of Speaking

According to Harmer (2009), there are two elements of speaking: language features and mental/ social processing.

a. Language features

Language features are the way the speaker speaks. The element has four items as follows:

1) Connected speech

In connected, the speaker should use fluent connected speech that related to assimilation or omitted, added, and weakened.

2) Expressive devices

This item relates to the way of speaker performance to express their idea that includes stress on particular parts of utterances, volume and speed, and showing of other physical and non-verbal.

3) Lexis and grammar

Lexis involves the knowledge of words and meanings. Besides that, grammar relates to constructing the sentence structure such as using verbs and category parts of speech.

4) Negation language

This item explains that to make the listener can understand what the speaker says, the speaker should try to use a sentence

that makes the listener easier to understand it.

3. Component of Speaking

Vanderkevent (1990) cited from Ula (2016) stated that there are three components to speaking. These components are comprised of:

1) The Speaker

The speaker is someone who expresses ideas or opinions through speech. This is a person who creates sounds in the form of words for listeners to convey the message or do interaction. Without a speaker, speaking can't occur, because there will be no reciprocal interaction if there is no one to initiate the conversation.

2) The Listeners

The listener is someone who receives the message conveyed by the speaker. The listeners will give respond to the message or convey their thoughts too for the speaker's message.

3) The Utterance

Utterances are words or sentences. This is a language media structure to support speech interaction activities. Speaking will produce utterances when they want to convey their statements or express their opinions.

According to Bahdi (2014), five elements of speaking must be mastered by students. It can be explained below :

1) Pronunciation

Lin (2014) argued that pronunciation is the most important aspect of speaking. Pronunciation is the way how the speaker sounds the language. In communication, pronunciation plays a significant aspect, because the different pronouns will give a different meaning. Pronounce in the right way making listeners don't misunderstand the message you want to convey during communication.

2) Grammar

Grammar needs to arrange a correct sentence in communication. Bahdi (2014) argued, "Grammar is a form of internal, linguistic knowledge which o perates in the production and recognition of appropriately structured expression in that language". To have good communication we must be mastered grammar aspect because it helps us to arrange correct sentences for clear communication.

3) Vocabulary

A vocabulary is the total number of words. In speaking we need a vocabulary to express what we want to say. A lack of vocabulary will make some trouble in communication because through vocabulary we express our thoughts and idea in a foreign language.

4) Comprehension

Comprehension is also an important aspect of speaking. When students have enough comprehension, students can carry out speaking activities correctly. Comprehension is a signal that they

also understand what they are speaking about and what other people are speaking about. Enough comprehension also makes the communication activities will run well.

5) Fluency

Christiansen (2012) states that fluency is the ability to express oneself in something understandable, reasonable, and accurate way without much doubt therein. Fluency also can be defined as the ability to speak fluently and accurately

4. Type of Speaking

There are many types of classroom speaking performance that can be applied by teachers. Brown (2001:271) defines that there are five basic types of speaking. They are Imitative, Intensive, Responsive, Interactive, and Extensive.

1. Imitative

One of the basic types of speaking is the ability to imitate words, phrases, and sentences in the language. In addition, the ability in this basic type is the phonetic level of oral, lexical, prosodic, and grammatical production. This kind of imitation is done not for meaningful interactions, but to focus on some specific elements of language form.

2. Intensive

The second type of speaking is the type often used in assessment, namely the production of spoken language which

aims to demonstrate competence from grammatical, phrasal, lexical, or phonological relationships such as intonation, prosodic, stress, and rhythm. In this type, students practice phonological and grammatical aspects Usually, students work on assignments in pairs. For example, it includes hard Read paragraphs, dialogues, and information from charts.

3. Responsive

In the basic type, responsiveness is to include interaction and tests understanding. In this case, it involves the activity of brief interaction with the interlocutor. Examples of activities of this type such as speeches or teachers start stimulating students by asking questions or comments. Just one or two questions.

4. Interactive

Interaction is divided into two types, namely transactional and interpersonal. Transactional is used in the exchange of certain information which is a form of responsive language. Then interpersonal exchange is an interaction that is used to maintain social relations between individuals rather than for the transmission of facts and information.

5. Extensive

The extensive speaking task involves complex and relatively long stretches of discourse. In this case, students will more often do monologue variations, usually with minimal

verbal interaction. Duties may include speeches, oral presentations, and storytelling. They are often variations of a monologue, usually with minimal verbal interaction. Extensive speaking tasks include speech, oral presentations, and storytelling.

5. **Micro and Macro Skills in Speaking**

In teaching speaking, the teacher must know some micro and macro speaking skills. This is useful for teachers to determine the competencies that must be achieved by students. In teaching speaking the teacher must help students to see the language as a whole as well as the small parts of the language. According to Brown (2007), he states that there are several micro and macro speaking skills:

a. Micro skill in speaking

1) help students Micro and macro speaking skills: Orally producing differences among the English phonemes and allophonic variants.

2) Producing chunks of language of different lengths.

3) Producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contour.

4) Producing reduced forms of words and phrases. Using an adequate number of lexical units (words) to accomplish pragmatic purposes.

5) Producing fluent speech at different rates of delivery.

6) Monitoring one's oral production and using various strategic devicespauses, fillers, self-correction, and backtracking- to enhance the clarity of the message.

7) Using grammatical word classes (nouns, verbs, etc), systems (e.g., tenses, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

8) Producing speech in natural constituents inappropriate phrases, pause groups, breath groups, and sentence constituents.

9) Expressing a particular meaning in different grammatical forms.

10) Using cohesive devices spoken is course.

b. Macro skills of speaking

1) Accomplish appropriately communicative functions according to situations, participants, and goals.

2) Use appropriate registers, implicate, pragmatic conventions, and other sociolinguistic features in the face to face conversations.

3) Convey links and connections between events and communicate such relations as the main idea, supporting the idea, new formation, given information, generalization, and exemplification.

4) Use facial features, kinesics, body language, and other non-verbal cues along with verbal language to convey meanings.

5) Develop and use a battery of speaking strategies such as emphasizing keywords, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and

accurately assessing how well your interlocutor is understanding you.

6. Function of Speaking

According to Richards (2008), the function of speaking in humans Interaction is expanded on a three-part version: talk as interaction, talk as Transactions, and talks as performance.

1) Talks as interactions

Speech as interaction is something we often refer to as conversation and describes an interaction in a social function. When we meet someone we will greet, exchange greetings, engage in conversation, share experiences, and so on. This is a human way of creating space for interaction in the form of conversations with other individuals. The focus is more on the speaker and how they want to present themselves to each other rather than on the message.

2) Talks as transactions

Speech as a transaction refers more to a situation where the thing that is more focused in interaction is what is said and done that is acceptable to the other person. The messages make themselves understood, not how they interact with each other.

3) Talks as performance

A third type of speech that is useful to distinguish is referred to as performance. In this section, it refers to public

talks, talks as performances tend to be in the form of monologues rather than dialogues because in this case, the speakers refer to conveying information to the public. such as class presentations, public announcements, and speeches. These functions often follow a recognizable format (e.g., a welcome greeting), and are closer to written language than spoken language.

As well as are also often evaluated according to their effectiveness or impact on listeners, something that is not possible with speech as an interaction or transaction.

7. **The purpose of speaking**

in here speaking has the purpose that is to communicate because it's an important tool to deliver the mind about what the speaker said to their society. The following is an important point about the purpose of speaking according to Tarigan (2008) :

a. To Inform

The speaker wants to informs and share ideas, information, process felling, or opinion to the hearer and give knowledge as well in particutular purpose (a fact)

b. To Entertain

The speaker wants to make the hearer feels happier with the materials which are selected primary based on their entertainment

value. In this condition people can entertain other people by speaking in a funny story, by a joke, or humor.

c. To Persuade

the speaker tries to confirm the hearer to do something in a certain activity. For example, the student can understand the topic of learning and be active to join the lesson. The activities need the action to make the listener interested to perform the action in which the speaker wants.

d. To Discuss

The speaker wants to discus something because the purpose of speaking is to make some decision and plan. Discussion here can increase their attention for students because they have to solve a problem from the task which give by the teacher.

8. English Tourism

Tourism is the overall activity associated with Tourism and is multidimensional and multi-disciplinary which appears as manifest the needs of each person and country as well as the interaction between tourists and local community, fellow tourists, Government, Local Government and Entrepreneur (Republic of Indonesia, Law No. 10 of 2009 concerning Tourism, p 3). In creating a tourism expert, many levels of education offer vocational in an effort to create the profession. One of them is the vocational high school level with a tourism major, in an effort to become a tour guide, it is necessary to

study foreign which is useful to support communication activities with tourists.

This study concerns on specified English terms used in tourism industry by tourism Vocational High School students or in short, English for Tourism Purposes. Mainly, Vocational High School students are prepared for their future career or occupation, even though they would still have the chance to take higher education. Due to that preparation, students should not only master their vocation competency but also their language skill especially for tourism students.

Tourism students who have good English competence are considered more employable in this global era where English is the mostwidely-used language all around the world. They will definitely need English to communicate whether it is in oral or written form. Therefore, speaking proficiency of tourism students should be improved. It will be way much better if the students can also relate or use English for Tourism Purposes.

In this case, the resecher chose Vocational High School students taking tourism departments since they are required to have a good skill in speaking English. However, English is the universal language which is widely understood by people all around the world especially the foreign tourism passengers that students' might guide someday. The tour guides-soon-to-be or travel agent assistants

absolutely use English to communicate both written and spoken. The proficiency in speaking the universal language has been an absolute requirement. For instance, they are demanded to tell the history of a place to their customers, varied information related to travel trips to foreigners who cannot speak Indonesian, and many other necessities that require communication in English in the tourism industry.

9. **Problems faced by students in speaking English**

According to Ur (1996) there are four problems of speaking activities. They are inhibition, nothing to say, low or uneven participation and mother tongue, as the following:

a. Inhibition

Speaking is not like reading, writing and listening activities, speaking requires some degrees of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worry about making mistake and they are shy.

b. Nothing to say

Even though students have many ideas in their mind but they cannot express because they have to think and express by second language. Even if they are not inhibited, we often hear learners complain that they cannot think anything to say but they have many idea actually.

c. Low or uneven participation

In a group, there is usually one person who very dominant when it comes to speaking, so that it doesn't provide opportunities for the others, so that it only have a tendency to be listeners. This makes those who aren't used to speaking English even more reluctant to try speaking because the dominant person in the conversation has taken the opportunity.

d. Mother tongue use

In learning second language the students are influenced by their mother tongue use, because it is easier and they feel natural to speak. So, the mother tongue can influence the students in producing a foreign language, if they are talking in small groups it can be quite difficult to get some classes particularly the loss disciplines or motivated ones to keep to the target.

10. Strategies to Overcome Student Problems in Speaking English

Strategic strategies for addressing speech problems in students are key to ensuring effective development and learning. Speech problems can have various root causes, such as inhibition, nothing to say, low or uneven participation and other tongue use. In the face of this challenge, Sari & Lestari, (2019) explain the theory that states that there are 7 strategies to overcome problems in speaking are:

a. Expand vocabulary Before we master communication and grammar English, then we must have the usual vocabulary

used daily in conversations, at least conversations with family and relatives of relatives.

b. Reading English writing means we like books, written story books, English versions of short stories, novels, comics, magazines, newspapers and more. Habit reading English texts/writings/readings will make us understand and enjoy the story/content/text message. In addition, we can find new vocabulary so that increased our English treasury.

c. Having English conversation means that the language will quickly develop if we Using it, we practice in conversation with others can help We to be confident, can help us to learn from mistakes, help We learn from others.

d. Listening to English songs is one of the media that is effective enough to be fast mastering English is by getting used to and liking songs in English. We can also sing the song by hearing the songs we are used to hearing words and sentences in English. The key is to like English songs, listen to them, and not feel embarrassed to sing them.

e. Learning simple English grammar or grammar in English may be difficult for us to master it but we actually don't have to bother learning grammar or English grammar in more detail. At least we have a basic understanding of English grammar that is our capital to develop English skills at a higher level.

Example Simple grammar that we can learn is about nouns, verbs, to be, adjectives, adverbs, personal pronouns, simple tenses, such as simple present tense, continuous tense, past tense future tense and so on.

f. Watching English movies, foreign films are very interesting to watch and we can use them also to learn English. Watching movies, we can learn to recognize expressions and sentences both standard and non-standard spoken by foreign actors and actresses.

g. Try to loving English Before we learn more English, we must learn to like this language first, as well as when liking or liking something if in our hearts there is a sense of pleasure, enthusiasm for learning English increases. Basic capital for us to facilitate language learning English like the language itself.

B. Previous Studies

The first previous study titled "STUDENTS' PROBLEMS IN SPEAKING ENGLISH AT SENIOR HIGH SCHOOL 6 SAROLANGUN" Laras (2021), the purpose of this study is to know the speaking problems experienced by students including pronunciation, vocabulary, fluency, nervousness, and shyness. This research design is a descriptive qualitative research. As a result of this study, the researcher found several problems of students in speaking such as: a lack of vocabulary, pronunciation, grammar, fluency, and feeling nervous and shy. Most of them stated that they had

problems in speaking due to lack of vocabulary, trained themselves to speak English, and felt insecure.

The second previous study titled "A STUDY ON STUDENT'S ENGLISH SPEAKING PROBLEMS IN SPEAKING PERFORMANCE" from Dea (2015) with The purpose of the Previous Study, Previous Study is to find factors to find speaking problems that dominate English language education students, these results show that there are 2 factors of problems in speaking performance. The research method used in this research is the qualitative descriptive method. From the questionnaire findings, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak with mean percentage 20.70%; lack of self-confidence 20.11% and anxiety 21.27%. It is followed by linguistic problems with mean percentage 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%. In conclusion, psychological problems is the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak.

The third previous study titled "PROBLEMS IN SPEAKING FACED BY THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR" from Rina (2015) with the This research aims to find the problems of the students in speaking in terms of pronunciation and vocabulary. The result of this research shows that the student's problem in

the third semester of Muhammadiyah University is still in average scores. Motivation has also an existing relationship with their speaking skill. This means that students' personality has an existing relationship with their speaking skill. Moreover, those problems have been proved one by one that they have an existing relationship to the students' speaking test.

The fourth previous study titled "AN ANALYSIS OF STUDENT PROBLEMS IN SPEAKING SKILLS FACED BY THE FISRT SEMESTER OF THE TWELFTH GRADE AT SMAN 3 KOTABUMI LAMPUNG UTARA IN THE ACADEMIC YEAR 2017/2018" from yendra (2018). The finding from this student had limited vocabulary they were confused to prounce the worlds in english, lack of grammar, could not speak fluently and faced difficulty to understand what the speaker said. And student usually used their mother tongue. In addition, the student had psychological factors such as unconfident, fear of mistake, anxiety, shyness and lack of motivationthat hinder them from practicing their speaking in English.

The Fifth previous study titled "A STUDY OF STUDENTS' PERCEPTION: IDENTIFYING EFL LEARNERS' PROBLEMS IN SPEAKING SKILL" from Readil (2020). The aim of this study is to identify the speaking problems experienced by EFL learners in speaking English. The researcher conducted this study using the qualitative research method. The result of the study is that the students have problems in learning speaking English. The most problematic for the students is mother tongue

use, 77% students use their other tongue in English class and 83% agree that mother tongue is easier than English.

They're some similiarities and differences between research above with this research.

No	Title	Apelltive	Similarities	Differences
1	Students Problems In Speaking English At Senior High School 6 Sarolangun	Aprilya Laras (2021)	Both studies data collection technique is used, which uses interviews and observation	between this research and the first previous study is that the subject of the research researchers used the subject of at grade X tourism class SMK Negeri 6 Surakarta while the previous study Senior high school 6 Saralangun.
2	A Study On Student's English Speaking Problems In Speaking Performance	Fitriani Dea (2015)	Both studies discuss a speaking problem that by students and uses a	The difference between this study with the second previous study is, this study grade X SMK Negeri 6 Surakarta

			descriptive qualitative method	tourism class, but this previous study uses a second semester at FKIP Tanjungpura University
3	Problems In Speaking Faced By The Third Semester Students Of the English Department At Muhammadiyah University Of Makassar	Musniar Rina (2015)	Both studies use the same theory from Penny UR (1996) and use the qualitative descriptive method	The difference between this study and the third previous study is the subject of the study. This study used the subject of at grade X tourism class SMK Negeri 6 Surakarta, while the previous study used the subject of 3rd-semester students majoring in English language education
4	An Analysis of Student Problems in Speaking Skills Faced By The Fisrt	Baiq Rahmawati Yendra (2018)	Both studies discus problem in speaking	The difference between this study with the first semester of the grade

	Semester Of The Twelfth Grade At Sman 3 Kotabumi Lampung Utara in The Academic Year 2017/2018		English, use Qualitatie as the research.	second subject at SMAN 3 Kotabumi Lampunng Utara, while this study at grade X tourism class SMK Negeri 6 Surakarta
5	A Study Of Students' Perception: Identifying Efl Learners' Problems In Speaking Skill	Readil (2020)	Both studies use the same theory from Penny UR (1996), use the qualitative descriptive method and	The difference between this study with student in Tidar University in Magelang, while this study at grade 10 tourism class SMK Negeri 6 Surakarta

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researchers used qualitative methods. Because researchers are researching a phenomenon or social problem experienced by related subjects. According to Creswell, J.W states that qualitative research is research in the process of understanding sausage problems experienced by humans or creating a broad and detailed picture of the problem, whose data is presented in the form of a narrative, the results of which provide a picture obtained from information sources and natural settings. It can be said that this study is a research that describes the state of the subject in real terms, so the researcher will report the actual situation without any particular treatment given by the researcher.

According to Moleong (2007), qualitative research is research whose purpose is to know in depth about a phenomenon experienced by a research subject thoroughly using description such as in the form of words and language and utilizing several natural methods. So in this method, the researcher realizes the data obtained through a narrative or words, the data obtained is in the form of description data not data related to numbers.

This research refers to non-mathematical data, namely data in the form of descriptions in the form of spoken words from an informant who experienced the phenomenon we are researching (Bogdan& Taylor,1975:5). So this research doesn't include numeric data, counting dan mathematical

data. The interpretation of the data is the description of the phenomenon experienced by the participants. According to Sugiyono (2007), the three stages of qualitative research are the stages of description or orientation, reduction, and the last stage of selection.

In this qualitative research, researchers focused on the phenomenon experienced by students, namely the problem of speaking English as a foreign language or second language. This is explained by students who have problems speaking in English and the strategies to overcome problem in speaking english

B. Research Setting

1. Place of the Research

The research was conducted at SMK Negeri 6 Surakarta. Which is located at Adi Sucipto number 38, Kerten, District Laweyan, Surakarta City, Jawa Tengah Province, 57143. The researcher chooses this school because the researcher has known well about the condition of this school and most of the students had problems with speaking.

2. Time of the Research

This research was conducted in the academic year 2022/2023. This research started in December 2022.

Table 3.1 Activities Schedule Researcher

No	Activities	December	January	February	March	April	Mei	June
1.	Pre-Research	■						

2.	Designing Proposal		███████████████████					
3.	Presenting Proposal						██	
4.	Collecting Data						██	
5.	Analyzing Data						██	
6.	Submitting The Report							██

C. Subject Of The Research

The subject of this research is the grade 10 students' tourism class at Vocational High School Surakarta. The researcher chooses this school because there are adequate facilities for support students' lesson activities. The researcher has done research in school known well about the condition of this school and most of the students had problems with speaking. From 30 students, the researchers took 10 students to be interviewed, using a random sampling method, selecting some students with active qualifications and some passive students

D. Source Of The Data

The research data in this study was collected in the form of information about strategies in teaching speaking of x grade in SMK Negeri 6 Surakarta. The source of data in this research included events, informants, and documents.

1. Event

According to Samsu (2017) events are one source of data that can be used in research on an event that can be seen directly by researchers. The event was in the form of the teacher's method of teaching speaking that occurred in the classroom related to research. The data is in the form of transcripts of the teaching and learning process. The researcher will make observations in the x grade ULP 1. These events will be observed using video to find out activities during the teaching and learning process.

2. Informant

An informant is considered a person who gives information about something. Related to the study, the informant is the English teacher and student in x ULP1 of SMK Negeri 6 Surakarta. The Researchers interviewed teachers and students to get information about what problems students experienced about speaking English.

3. Document

According to Samsu (2017) what is meant by documents in qualitative research is every ingredient is written or film that can be

used as support research evidence. Examples of the documents are some supporting documents in the form of interview result and pictures.

E. Research Instrument

Darmadi (2011: 85) stated that the definition of the instrument is a tool used by researchers to measure information or collect data. In this study, the researcher used several research. The main instrument in conducting the research is a human. Sugiyono (2019) Humans are the main instruments of research. Because the researcher will determine the focus of the research, the research procedure, the hypothesis used, and the results of the study. Because everything is still uncertain so the researcher is the only instrument to achieve all that. In this qualitative research, data is obtained from sources directly. This data instrument is divided into two: The main instrument is humans, as a planner, and data collector, who analyzes data. The second is a supporting instrument, namely interview guides, books, pens, laptops, mobile phones, internet connections, dictionaries, etc. Researchers also use some documentation to strengthen data or evidence that researchers have conducted research. This research uses these instruments to support data collection and data analysis.

F. Technique of collecting Data

1. Observasi

   Abdussamad Zuchri (2021) in his book states that observation is a data collection technique carried out systematically and deliberately by observing the state of the subject to be studied along with the problems experienced by related subjects. For supporting the data the researchers use observation, to observe the real condition during the class. From observation, the researcher can directly know about the students' problems in speaking English during the class.

2. Interview

   An interview is a data collection technique by providing several questions related to the study that we examine the respondents or research subjects. This effort can produce valid data from respondents' responses in verbal form. According to Bungin, interviews are a process to obtain information for the benefit of his research by asking questions to sources about related problems. The interview uses the student's first language, namely Indonesian, to facilitate student participation in answering questions given by researchers. Researchers conducted interviews with 10 students in grade 10 tourism class at SMK Negeri 6 Surakarta, with questions related to the problems experienced by students.

   There is the interviews question from the researcher that adopted the theory from Ur (1996) about the factor that causes students problems in

speaking English and Sari & Lestari, (2019) about strategies to overcomes students' problems in speaking English:

Interview Guidelines

1. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

2. Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris ?

3. Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris

4. Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris

5. Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

6. Bagaimana kamu mengatasi permasalahan speaking tersebut?

G. Trustworthiness Data

According to Sri Wahyuni (2022), triangulation is a combination of data collection techniques and existing data sources. If researchers use triangulation in data collection, researchers are indirectly collecting data and checking the credibility of the data. There are several triangulation including:

1. Trianggulation technique

   Triangulation technique namely combining data collection techniques with observation, in-depth interviews, and documentation. So this triangulation combines the three data collection techniques above as a way to collect data. Here researchers use the two techniques above, namely interviews and documentation.

2. Trianggulation Source

   The second is source triangulation, a technique for asking for different sources. It aims to provide valid data, so the sources are diverse but there are still limits.

3. Trianggulation Theory

   The third is theoretical coregulation, namely by reviewing the previous theory as a reference, so that the data we obtain can be guaranteed data trust. The research of the validity data by check-in from the questionnaire

4. Triangulation Method.

   Sutopo (2006) states that method triangulation is triangulation that can use different methods taken by digging similar data. According to Patton (Moleong, 1990), There are two types of triangulation methods, the first is checking the degree of confidence in the discovery of results research through several techniques, and the second is checking the Degree of confidence of multiple data sources with the same method.

From the explanation above, the researcher used the triangulation method. In collecting data, researchers use methods by compiling interviews, observations, and documentation. Researchers obtain data from observations made during learning activities and conditions in class. After that, the researcher compiled the data by conducting interviews with 10 students of Tetnth ULP 1 SMK Negeri 6 Surakarta and taking some photo documentation to strengthen the data obtained. This makes the data obtained more valid and strong evidence to guarantee the truth of the data we get.

H.   Technique of Analysis Data

Research using qualitative data, the data in the study will be analyzed 'using descriptive qualitative analysis techniques. This analysis provides variable predicates according to existing or real conditions. Miles and Huberman (1994) stated that qualitative data analysis consists of three procedures, described below:

1. Data Reduction

Data reduction is the process of simplifying, choosing a data focus, identifying, summarizing, abstracting, and changing the data in the interview transcript. This aims to maintain the limit of the data so that the focus of the research is maintained. So researchers have to do data reduction. The first step in data reduction is to the data obtained from the results of the interviews identified, the second is to determine the

data that only focuses on or relates to what we examined, and the last is to make a summary of the reduction data.

2. Data Display

Data display is a process where data will be summarized or summarized in the form of narrative paragraphs or tables. This simplification process can help researchers in understanding the data. It helps research understanding data. Researchers can explain the data in paragraph form and explain the data that has been converted into a table

3. Drawing Conclusion

After completing these two processes, the last step in analyzing the data is to conclude. The researcher conducted with the interview data he obtained. The researcher is describing the final part of what he has gained in the study. In this stage, researchers can describe the relationship between theory and the data obtained so that the data is guaranteed validity and can be trusted. So researchers can describe what anxiety is for students, the factors that cause students to experience English speaking problems, and how their solutions in dealing with this.

CHAPER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

This chapter's research findings and discussion section discuss the answer from the formulation of the problems mentioned in chapter one. The result of this research was presented from the data obtained by the researcher through interviews, observation, and documentation. This research has 2 objectives, namely 1) To know students' problems in speaking English for tourism class at SMK Negeri 6 Surakarta 2) To know students' strategies to overcome their problems in speaking English for tourism class at SMK Negeri 6 Surakarta. The researcher also has an observation in class, to know the real condition of students' learning process.

Based on the result of observation and interviews with the subject of the study, the researcher got the data and information about factors of students' problems and the strategies to overcome speaking problem in English at Tenth grade ULP 1 at SMK Negeri 6 Surakarta academic year 2023/2024. The first observation was held on Monday, August 11 2023 and the second observation on Wednesday, November 14 2023 for interview was held on Friday, August 08 2023. The following were the results of the findings :

1. Students' problems in speaking English

In overcoming problems in speaking English students have several problems in speaking English according to your (1996) that students' difficulties have 4 factors, namely inhibition, nothing to say, low or uneven,

and mother tonge use, to overcome the problem strategy. Here are some findings of student problems in speaking English based on interviews conducted by researchers.

1) **Inhibition**

Inhibition in speaking English refers to a person's reluctance or self-control in expressing oneself verbally or communicating in English. This can involve holding back or suppressing one's thoughts, ideas, or feelings when speaking English, often due to factors such as self-doubt, shyness, fear of making mistakes, or lack of confidence in one's language skills. This is one of the problems that causes students to be reluctant to speak English, because speaking requires a short and spontaneous time, so the term to think is shorter. Most students are afraid of making mistakes in speaking so they prefer to be silent rather than wrong in speaking. In the first observation, the researcher did not find inhibition, because at the time of the first observation the learning activity was to create a group to discuss with group mates, so there was not too much interaction speaking English with the teacher. But In the second observation, researchers found inhibition, which is a barrier to lack of student vocabulary characterized by lack of student vocabulary, students ask the teacher for unknown vocabulary, namely turn off. Then another obstacle is embarrassment and reading their project in front of the class in a low voice, this is because they are afraid of mispronunciation of the right word read.

This is an obstacle that is often experienced by students in trying to learn English. The following is the result of an interview with students:

R : "*Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?*"

S1 : "*Kalau itu saya biasanya ngomong agak medok saat berbicara Bahasa Inggris*"

S2 *: "Takut membuat kesalahan dan rasa malu*"

S3 : "*Saya takut membuat kesalahan, seperti merangkai kata atau kalimat mas*"

S4 : "*Takut membuat kesalahan mas*"

S5 : "*Takut membuat kesalahan, seperti vocab dan grammar*"

S6 : "*Takut membuat salah dan tidak takut malu*"

S7 : "*Belibet berbicara Bahasa Inggris mas dan takut orang lain tidak tahu apa yang saya bicarakan*"

S8 : "*Takut membuat salah dan rasa malu*"

S10 : "*Iya mas, takut membuat salah dan rasa malu*"

From interviews conducted by researchers about inhibition shows that 9 in 10 students experience inhibition due to several factors, namely the factor behind inhibition is fear of making mistakes, this is due to students' lack of knowledge about grammar, pronouncation and

lack of vocabulary knowledge. This is characterized by improper pronunciation or seeming docile, grammar that is still messy and limited vocabulary. This is a psychological factor, while the psychological factor is shyness or nervousness, this can also be based on students' lack of knowledge regarding grammar, vocabulary and pronunciation, which makes students not confident in the use of foreign languages, because they are at risk of making mistakes. In addition, it is ashamed because it is less accustomed to using languages other than the mother tongue.

2) **Nothing to say**

Nothing to say in speaking English means that a person doesn't have anything specific or relevant to express or communicate at a particular moment. It indicates a lack of content or ideas to share in English during a conversation or communication. This phrase is often used when someone feels at a loss for words or when there's a temporary silence due to the absence of a topic or response.

This is one of the problems that causes students to be reluctant to speak English, because speaking requires a short and spontaneous time, so the term to think is shorter. Most students are afraid of making mistakes in speaking so they prefer to be silent rather than wrong in speaking. In the first observation, researchers did not find nothing to say problem, because there were not too many conversations using English. But in the second observation, researchers found some students who just kept silent and didn't answer anything, or even answered

Indonesian, this is because they actually store a lot of ideas but they cannot convey them using foreign languages. This is an obstacle that is often experienced by students in trying to learn English. The following is the result of an interview with students:

R : *"Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris?"*

S1 : *"Iya bener mas"*

S2 : "*Kesulitan mengungkapkan dalam Bahasa inggris*"

S3 : "*Saya takut membuat kesalahan, seperti merangkai kata atau kalimat mas*"

S9 : "*50-50, tidak percaya diri, dan kurangnya pengetahuan tentang vocab*"

S10 : *"Gakbisa mas, saya belum menguasai Bahasa Inggris"*

After conducting interviews about the Nothing to Say question, researchers found that 5 out of 10 students experienced the problem. This is not far from the cause exactly like the problem of inhibition, which is the fear of students making mistakes in stringing words in English due to lack of knowledge such as grammar, vocabulary and pronunciation.

3) Low or uneven participation

Low or uneven participation in speaking English refers to a situation where individuals in a group or setting are not actively or consistently engaging in verbal communication in the English language.

In a group, there may be disparities in how much each person speaks in English. Some individuals may dominate the conversation, while others remain mostly silent.

This situation can occur for various reasons, including language proficiency issues, shyness, lack of confidence, or cultural factors. It is often a concern in language learning and multicultural environments, as effective language communication often requires active and balanced participation from all participants. Encouraging and supporting individuals to overcome these barriers can help improve overall participation in English-speaking contexts.

In the first observation activity, researchers did not find problems with low or uneven participation because they communicated and discussed using their mother tongue, not using foreign languages. So they feel there is no problem with participating because they use the language they use every day. However, at the second meeting, researchers found the problem of low or uneven participation. This is characterized by the active right and right center corners so that there is a lot of participation in that section which results in the section always being active. While the left and left center corners lack participation, even the right corner has no participation at all, making the section less active because they are afraid to start speaking because of lack of participation. This happens because participation is uneven. The following is the result of an interview with students:

R : *"Apakah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahasa inggris?"*

S1 : *"Sedikit berpengaruh mas"*

S7 : *"iya penyebabnya mas, tapi setiap pertemuan Bahasa inggris saat presentasi Bahasa inggris saya selalu maju paling awal"*

Based on interviews about low and uneven participation, researchers found only 2 students who experienced the problem because of their lack of confidence in speaking English. Students also feel that they experience this, but they dare to fight this by actively becoming participants in class, so that over time it becomes not his main problem in speaking English. and other students are more confident even though that's not necessarily true, here is the interview

S4 : *"semisal di kelas tidaka ada yang maju tapi saya mearasa bisa akan maju kedepan"*

S8 : *"Tidak penyebab masalah dalam berbicara Bahasa Inggris, malah saya memilih ingin maju dahulu."*

S10 : *"Ya saya akan mencoba untuk maju mas"*

S5 : *"Tetep akan maju dan itu bukan salah satu faktor penyebab"*

4) **Mother tongue use**

The last is the mother tongue, this factor is also the main factor that causes students not to be familiar with English. Languages that have been used since childhood or birth make them more accustomed to using it, so they are comfortable with their old language or mother tongue. While foreign languages make it difficult for them to communicate, because in speaking it takes a split second to respond, and things that have been thrown verbally cannot be withdrawn, if there is a problem, the error will appear invisible and can be covered again.

In the First observation, there are signs of mother tounge use problems, because the majority of students use Indonesian or Javanese, which is their mother tongue for discussion. However, in the second observation, researchers found a problem of mother tounge use. It is characterized by students who are asked using English answering the teacher using Indonesian or Indonesian mixed English. This is because they are accustomed and expert with their daily language or mother tongue so that they reflexively answer in their daily language. The following is the result of an interview with students:

R : *"Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda*

S1 : *"Iya mas, berpengaruh, karena saya saja terbiasa pakai*

Bahasa Indonesia dan pakai Bahasa jawa jadi agak susah"

S5 : *"Berpengaruh mas"*

S8 : *"Salah satu faktor penyebab susah dan kaku berbicara Bahasa inggris."*

S9 : *"Salah satu faktor, karena Bahasa Inggris bukan Bahasa ibu jadi lebih susah untuk memahami atau menerapkan di kehidupan sehari-hari"*

Based on the evidence of the interview above, researchers found that students with mother tounge use problems are as many as 4 out of 10 students. This is because they are more familiar with their daily language so they feel stiff in using foreign languages. But some of them are mother tongue or everyday is not a big problem to easily speak English, and this is an interview:

S3 : *"Tidak memprngaruhi Bahasa keseharian dengan berbicara Bahasa inggris"*

S4 : *"Tidak mas, soalnya di media social banyak yang menggunakan Bahasa Inggris"*

S6 : *"Bukan salah satu faktor"*

S7 : *"Tidak berpengaruh"*

S10 : *"Gak berpengaruh"*

2. Students' strategies to overcome their speaking English

In overcoming problems in speaking English, students have several problems in speaking English According to Lestari and Sari (2019) stated that there are six ways to overcome problems in English, namely, reading English writing, expand vocabullary, English conversation, listening to English song, knowing English grammar, watching English movie. Here are some findings of student strategies to overcome problems in English based on interviews conducted by researchers.

a. Increase vocabulary

Increasing vocabulary before we communicate with English is the first thing we need to do, because vocabulary is a speaking capital, without us knowing vocabulary it is impossible for us to communicate. Because not understanding some important vocabulary for conversation makes us will miss communication in carrying on a conversation. The following is the result of an interview with students:

R *: "Bagaimana kamu mengatasi permasalahan speaking tersebut?"*

S5 : "*Saya biasanya mengahafalkan vocab mas*"

Increasing vocabullary, based on interviews conducted by researchers, found students who increased their vocab improved their ability to speak. This is because they realize that vocabulary is the initial capital in conversation or communication activities

b. **Reading English Writing**

   The second strategy is to read English writing, this can really spur our brain to understand deeply the foreign language, by reading we will look for the true meaning of what we read. So over time, we will definitely understand what we read even though we use foreign languages or English. The following is the result of an interview with students:

   R : *"Bagaimana kamu mengatasi permasalahan speaking tersebut?"*

   S3 : *"Menurut saya mengatasinya baca novel, kalau gak weebtoon Bahasa inggris."*

   S4 : *"Biasanya saya, baca di media soasial menggunakan Bahasa inggris"*

   From interviews conducted by researchers, found students with strategies for reading English books to improve their speaking skills. When someone reads a book in a foreign language, they are indirectly learning the language, over time there will definitely be a sense of knowing more deeply, especially in its proper pronunciation

c. **Having Conversation with English**

   The next step is a conversation using English. This can be realized in everyday life, by starting with peers to practice using English. Things that are used to making us become able to over time, besides that we will be more fluent in pronunciation because we are

used to using it. The following is the result of an interview with students:

R : *Bagaimana kamu mengatasi permasalahan speaking tersebut?*

S7 : *saya biasanya berbicara sama temen cirle menggunakan Bahasa inggris mas.*

Based on interviews conducted by researchers, there are S7 students who have conversations with their group mates, so they have one friend who is considered proficient and then, they start a conversation using English.

d. Listening to English songs

Listening to English songs can stimulate our hearing of what we are listening to. Listen to listening to English songs we will become familiar with the language. Every word of the sentence we listen to makes us want to find out the meaning of the song while listening, pocketing vocabulary and grammar this is a fun method because we can learn and play. The following is the result of an interview with students:

R : "*Bagaimana kamu mengatasi permasalahan speaking tersebut?*"

S2 : "*Biasanya aku suka dengerin lagu Bahasa Inggris mas*"

S8 : *"Saya biasanya sering dengerin lagu Bahasa Inggris mas"*

From interviews conducted by researchers found students with this strategy, namely listening to English songs. The initial stage to be able

to speak a foreign language is to try to get used to hearing the language, then often listening word for word will make us not taboo with the foreign language. Vocabulary and pronunciation in a longer can help students to learn speaking.

e. Watching English Movies

Next is watching English movies, which is not far from listening to music. It is also quite a fun method because in addition to learning we can see the plot of a film. By watching English movies we can take some lessons such as conversations made by the cast and some foreign vocabulary that has never been heard before in our ears. The following is the result of an interview with students:

R : *"Bagaimana kamu mengatasi permasalahan speaking tersebut?"*

S9 : *"Saya biasanya sering melihat film Bahasa Inggris"*

According to interviews conducted by researchers, there are students with strategies to watch English movies to improve their speaking skills. This is because in films there are conversations and dialogues that we can take as learning material. By listening to it, we can indirectly learn the wording and pronunciation in every scene that involves conversation.

f. Get to know grammar

Get to know grammar, before starting to communicate and when you have pocketed some vocabulary the next thing is to learn

grammar. Because grammar is also the main capital for communicating, grammar is also an important thing that cannot be negotiable. Because without grammar, communication will run less smoothly. The following is the result of an interview with students:

R : *"Bagaimana kamu mengatasi permasalahan speaking tersebut?"*

S9 : *"Saya biasanya sering melihat film Bahasa Inggris jadi tau pola kalimat Bahasa Inggris mas"*

Based on interviews conducted by researchers, students learn grammar to improve their ability to speak English. Grammar is the initial capital of students because with the right grammar arrangement can minimize the occurrence of communication misses with interlocutors

g. Try to Loving English

The last one is to like English. This is because if we want to be proficient at something we must first like it, with interest makes it easier for us to learn what previously seemed difficult The following is the result of an interview with students:

R : *"Bagaimana kamu mengatasi permasalahan speaking tersebut?"*

S1 : *"Saya dari dulu sudah suka Bahasa Inggris mas."*

S6 : *"Saya biasanya main game tapi settingannya pakek Bahasa Inggris"*

Based on interviews conducted by researchers, there are S1

students who only like English, so one of the strategies is to like English in the world of tourism is also a driver, because English is an essential communication tool, for that students are required to be proficient in English, or can like it first so that it is not too difficult to understand.

B. Discussion

Based on the research finding, the resesacher will discuss finding of this research. This discussion about the problem in speaking English for student of turism class. Beside the resecher also includes problem solving strategies to overcome their speaking English in tourism class. After finding and describing the data result, researcher need data analysis to ensure whether the result obtained are in accordance with the problem statement being sought.

The result of the research finding, student tourism class of SMK Negeri 6 Surakarta acconting said the had speaking problem in English. The researcher want to discuss and This section presents a discussion of research findings. There were ten research questions asked in this study. This study focuses on student speaking problems in English and how to overcome speaking problems in grade X ULP 1 SMK Negeri 6 Surakarta students In the findings of research conducted by researchers, students feel they have problems speaking English.

1. Students' problems in speaking English

Four factors caused problem speaking in English. It's explained by Ur (1996), four factors that cause students' problems in speaking English are Inhibition, nothing to say, low or uneven participation and mother tongue. Based on observation and interview the researcher founds the problems faced

by Students' in class tenth grade ULP 1 at SMK Negeri 6 Surakarta below are the problems faced in speaking English :

Inhibition is condition which someone or students are losing worry about making mistake and afraid of the attention that their speech attraction. According to Ur (1996) states that speaking is an activity that is far different from writing, reading, and listening. Because speaking requires a level of real-time exposure to the audience. Students often experience barriers in pronouncing or speaking in English. They are afraid of trying to speak in English Most of them are afraid of making mistakes and are afraid of receiving criticism,In addition, other obstacles are shyness and fear of attention. Interviews conducted by researchers, it show that most of the students are afraid to speak English for fear of making mistakes, such as pronunciation errors, vocabulary errors or reverse grammar. Some of them also experience obstacles such as shame, which is followed by fear.

The second is about Nothing to say According to Ur (1996) states that, Learners complain that they cannot explain anything to say, they have no motive to express themselves. Based on interviews conducted by researchers show that most students actually have many ideas that want to be expressed, but some of them are still confused about expressing in English this is based on lack of knowledge of vocabulary or grammar which makes the nothing to say factor has a correlation with inhibition, namely barriers to fear of making mistakes and fear or shame.

The activeness and passivity of student in the classroom is very influential on their understanding in learning English. According to Ur (1996), in one group Only one participant can speak at one time. this means that each has little time to talk. This problem is exacerbated by the tendency of some students to dominate, while others speak very or not at all. Based on interviews conducted by researchers, it was pointed out that the low number of participants and the uneven distribution of participants made students reluctant to speak. Because in addition to the absence of participation by classmates also because of uneven participation in class, so it makes students reluctant because that is the only one who speaks so that speaking activities are less evenly participating. This is common because the majority of those who often speak are actively participating in speaking activities in their classes

The last problem is mother tounge use According to Ur (1996), in classrooms where all, or some, learners are more comfortable using the same mother tongue, they are more likely to use it. Because it is easier to be "exposed" and feel unnatural to speak in a foreign language, because with an environment with the same mother tongue it is less likely to speak using a foreign language. Based on interviews conducted by researchers show that only some students think mother tongue is one of the problems in English. Some of them this is not an obstacle, because they see from some electronic or social media many people who practice or converse using English.

In addition, other student problem in speaking English are also felt by teaching lecture, because teach student who are not from their majors, so lecture have to adapt and be creative in providing learing to student. In addition, the lack of reference books to be give to students tourism class tenth grade has mad teaching lecturer create manuals for teaching that are easy for student to understand. Similar to what the student felt, the lecturer also said that student generally felt unconfident and lack of vocabulary.

The research finding of this study almost the same with the previous study belongs to Yendra (2018), which mention that An Analysis Of Student Problems In Speaking Skills Faced By The Fisrt Semester Of The Twelfth Grade At Sman 3 Kotabumi Lampung Utara In The Academic Year 2017/2018 such as inhibition, nothing to say, low or uneven participant, and mother tongue use. While in Readil (2020) A Study Of Students' Perception: Identifying Efl Learners' Problems In Speaking Skill, in the reseach reasecher finding most problematic for the students is mother tongue.

2. Students' strategies to overcome their speaking English

Sari & Lestari, (2019) stated that there are seven ways to overcome problems in English, here are some strategies related to the theory above from grade tenth ULP 1 students at SMK Negeri 6 Surakarta in overcoming problems in speaking English:

The first increase vocabulary, According to Sari & Lestari, (2019), the first way is to increase vocabulary, because vocabulary is the initial capital of a communication. some of the grade tenth ULP 1 students at

SMK N 6 Surakarta learned vocabulary to support their ability to speak English. They learn English through movies, Webtoon even more or mass media. This can potentially develop students' vocabulary and add new vocabulary knowledge that has never been obtained before.

Next the second strategies overcoming problems in speaking English is Reading English Writing, Sari & Lestari, (2019) explained that the second way is to read English writing, this can stimulate the brain so that it gets used to things that have not been accustomed to before. There are students who read Webtoon or social media but in English, this is also a way to reduce students' problems in speaking English.

The third having a conversation with the English, Sari & Lestari, (2019) states that the next way is to have a conversation in English. This is done to warm up the students' tongues to get used to English. Because the more often practice, the more fluent you will communicate in English. Some students have a circle to practice using English in their conversations, one of the circle members is considered very proficient in English and is used as a milestone to stimulate other friends to start conversations with English.

The fourth Listening to English songs According to Sari & Lestari, (2019), The fourth way is to listen to English songs, this is the same as reading, the more often you read, the more accustomed you will be to the language, and the more often you listen the more familiar you will be with the previously foreign language. This song media is used by some students

because the attitude is more enjoyable, fun, and more familiar with vocabulary that is often spoken

According to Sari & Lestari, (2019), The fifth method is a means of watching movies, this method is not far away with songs and reading English writing. Both to get used to not being rigid and afraid to speak English. From the conversations in the film, we can get some new vocabulary, the correct way of pronunciation, and the language order to communicate. Some students also watch movies to learn English because the vibe is more relaxed and fun.

The next to overcome problem in speaking English learning grammar, According to Sari & Lestari, (2019), The sixth is learning the language order, in communicating according to Sari we need to know the language order, without any language order, what we communicate may not be appropriate. Well for that some students here use this method to overcome difficulties in speaking English, and it is a good step. Understanding sentence order, grammatical rules, and the correct use of words helps them convey their ideas more clearly and effectively. It also improves their ability to communicate with native speakers and participate in more formal speaking situations.

The last is try to like English, According to Sari & Lestari, (2019) By liking something that we don't necessarily like at first can make it easier to learn it, True, interest and pleasure in something can be the key to success in learning it, and this principle also applies in learning English. At

first, some people may find English a difficult challenge, especially if it is not their native language. However, with time, the growing interest and enjoyment of this language can make a significant difference in the progress of learning

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions related to what the researcher analyzed and discussed.

A. CONCLUSION

The first is the problem in speaking English experienced by grade tenth ULP 1 students at SMK 6 Surakarta, namely1). Inhibition, 2). Nothing to say, 3). Low or uneven participation 4). Mother tongue use. The first is inhibition, this problem is because students experience several obstacles such as fear of making mistakes, fear of criticism, shyness, and fear of being the attention of people. The second nothing to say, is one of the problems of students in speaking English. Most of the students actually have many ideas but they have difficulty in conveying them in English. They prefer to string words ahead of time or write first rather than speak right away. For fear that others would not understand what they were talking about. The third is low or uneven participation, this is caused by low participation of friends in class or uneven participation in speaking activities in class. Those who are silent will tend to find it difficult to start speaking and it will be very difficult to speak if there is no participation or support from the environment. Whereas those who are more active or prominent and talk often will always get a chance so that others have given up on getting a chance. The last is mother tongue use, some students but not many, feel mother tongue use is also a problem experienced by students because most of them use their mother tongue Indonesian or Javanese as their daily language, So this makes them a bit surprised

and feel bad when using English.

The second is a student strategy to overcome problems in speaking English, namely, 1). Increase vocabulary 2). Reading English writing 3). Having conversation with English 4). Listening again in English 5). Watching English Movies 6). Learning grammar 7). Try to loving English. The first is to increase vocabulary, most of the students learn vocabulary from movies, weebton stories, songs, or learn from the internet, because for brands vocabulary is the initial capital in an effort to speak English. The second is to read English writing, based on interviews some students learn vocabulary or English from Weebton stories or the internet, The third brand also has conversations with circle mates who are proficient in English to provoke them to have conversations in English. The fourth is listening to English songs, which is the same as reading but by utilizing different skills, It can also make us familiar with the language. The fifth is to watch movies, which can stimulate the brain to speak in English, but films are audio and visual stimuli, in contrast to music that relies on audio alone. The sixth is to know English grammar, by knowing the grammar it will be easier to learn or pronounce the language, some of the students learn grammar in addition to reading books also through mass media, such as movies, songs, and Weebton, as described above. The last is to learn to like English, because by liking something we will be easier to learn, namely by cultivating a sense of liking through reading books or reading in English, listening again in English, or watching movies in English.

B. SUGGESTION

After the researcher draws conclusions about the problem of speaking in English for x grade students of ULP 1 SMK Negeri 6 Surakarta in the academic year 2023/2024, the researcher will present the advice to teachers, students and other researchers dealing with the teaching and learning process of reading comprehension.

1. For the Teacher

a. Looking for more appropriate methods to support English Speaking learning

b. Integrate speaking practices in everyday situations, such as talking about daily activities, news, or relevant topics in their lives.

c. Encourage students to talk more than you as a teacher. Give them a chance to be active. participate in conversations and discussions.

d. Teachers suggest improvements they can make and show concrete examples

2. For Students

Advice for students is to further increase their enthusiasm for learning, communicate the problems experienced to the teacher or discuss finding solutions with classmates or peers, so that learning takes place is minimal obstacles. Moreover Students must have high confidence in the teaching and learning process, especially in speaking classes. They don't have to be afraid and embarrassed to make mistakes when they speak. Because without us trying we will not be able to, and without making mistakes we will not know how to overcome an obstacle and from mistakes we learn to be better than before.

3. For Other Researcher

The researcher realizes that this research is not perfect. There are still many weaknesses related to theory or methods due to limited research capabilities. He also understand that this research paper contributes little to teaching and learning speaking skills. Other researchers might be able to develop this research that is suitable for students to provide a new dimension in the world of education. However, the researcher believes that this research will be useful and this research can be used as a reference in the same field, especially teaching speaking skills.

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APPENDIX 1

A. Observation Data

1. First Observation

The researcher did an interview in the X ULP 1 on 13 August 2023. There were some activities where the researcher joined in the classroom the teaching-learning process.

1) Opening

The teacher entrance the class by saying salam and give students gretings

Guru : Assalamualaikum warahmatullahi wabarakatuh

Sevtudents All : Waalaikumsalam warahmatullahi wabarakatuh

Guru : Good morning students, how are you today?

Students: I'm fine thankyou and you?

Teacher : I'm fine too, thankyou. Okey anybody absent today?

Students : No Miss

Then the teacher give the spoiler about the material that will learn today

Teacher : Well guys, harini kita belajar materi mengenai introduction, kalian siap untuk belajar hari ini? Are you ready?

Students (all) : ready Miss

2) Main Activity

After greeting student, the teacher go to the main activity of the learning process

Teacher : Well we going to our material today, yaitu Introduction,

disini ada yang tau apakah itu introduction?

Students(one student) : Tau miss, introduction itu pengenalan kan?

Teacher: Oke good answer, another answer, please? jawaban lainnya?

Students (silent, nobody answers the teacher's question)

Teacher: Well, jadi introduction introduces about ourselves or other, usually about a name, age, address, etc. Jadi, introduction itu mengenalkan diri atau orang lain, biasanya introduction itu berisi tentang nama, umur, alamat atau sebagainya. Any question so far?

Students : no Miss

Teacher : well your book, about introduction page five. Dibaca dan dipahami, kalau ada pertanyaan bisa ditanyakan ke saya.

Students : Oke Miss, (students open the book and read the material)

After 5 minut the teacher ask the students to make a group to discuss and an example of an introduction

Teacher : Okey guys, make a group, buat grup ya berisi 9 anak per kelompok, make an introduction about your self and nanti perkelompok perwakilan 1 untuk maju kedepan membacakan hasilnya. Paham guys

Students : Paham Miss

Students : Miss, mau tanya, buatnya satu apa sembilan ya?

Teacher : setiap anak membuat 1 ya

Students : oke Miss thankyou

The students doing their projects, they active discuss about the material that the teacher ask to do, most of them discuss and doing the project, just one or two students that make some noise in the class, and it takes for a long time for them to do the project. After 30 minutes the teacher ask the students about their progress

Teacher : Has your project finished?

Students : Belum Miss

Students : Not finished Miss

Teacher : well because the time is up, so itu buat home work aja yaa, nanti Minggu depan persiapkan diri untuk maju kedepan perwakilan perkelompok.

Students : Yeeeee, oke miss

Students : yey mulih mulih

3) **Closing**

After the main activity, the teacher close the learning by saying Hamdallah and greeting the students

Teacher : Okay, enough for our meeting today, before we close our meeting today, let say hamdalah together

Students : Alhamdulilahhirabbilaamim

Teacher : okeyy jangan lupa homeworknya

Students : siap Miss

Teacher : Thankyou for ur attention, see you next week, wassalamu'alaikum warahmatullahi wabarakatuh

Students : waalaikumsalam warahmatullahi wabarakatuh

Based on the results of interviews with English teachers in class X students of SMKN 6 Surakarta below are the problems faced by students in speaking English

2. **Second Observation**

The researcher did an interview in the X ULP 1 on 15 November 2023. There were some activities where the researcher joined in the classroom the teaching-learning process

1) **Opening**

The teacher entrance the class. The teacher open the class by greeting the students.

Teacher: Good afternoon students, how are you today

Students: Good afternoon too Miss, i am fine. (All the students answer the teacher's greeting.

Teacher : Before we go to our lesson today, let's pray toegther

Class leader : let's pray together, begin, finish

All students : aamiin

Then the teacher does ice breaking to start learning, so that all students are focused and excited. Students are very exited in doing ice breaking

2) **Main activity**

Teacher : On the previous meeting. Ada yang ingat kita belajar apa?

Students : Yes Miss, procedure text

Teacher : okay please tell me what is the structure dari procedure text!

Students(lupa namanya) : Goals materials and steps Miss?

Some students answered with Indonesian and some in English.

Teacher : Imperatif, what is Imperatif?

Students : Perintah Miss

Teacher : oke good, kemarin apa saja yang kalian dapatkan, ada yang mau membacakan kedepan ?

Some students : ada Miss

Teacher : okay i will call randomly. So those who i call, please read your project!

There are some students who are appointed embarrassed to read their project, but some are willing to come forward to read their work. Kamila came forward to read her project.

The students read her project with enough pronouncation but with a low voice andAnd the eye gaze went to the paper she read.

Teacher ask : how many step?

Kamila : six

Teacher : ada yang kamu belum ketahui kata-katanya?

Students : turn off itu apa Miss

Teacher : turn off itu matikan, kalau turn on itu menyala.

Coba satu lagi, Nisa yaa!

Nisa went forward to read out the text analysis of the procedure, with good pronunciation

Teacher : How many steps

Nisa : five Miss

Teacher : Action verb nya apa?

Nisa : peel, wash ,put

Teacher : first masuk apa?

Other students: temporal Miss

Teacher : ada kata keterangannya ?

Nisa : tidak ada Miss

Students who are less active are mostly in the left corner, because in the left corner there are rarely students who speak or low participation in class. However, from the right middle and right corners, most are active and the middle left is some.

Teacher : oiya yang belum mengumpulkan project speaking, segera dikumpulkan ya, saya tunggu maksimal besuk, dan untuk kuisnya nanti malam jam 12 ya

Students: okay Miss

3) Closing

Teacher : okay because the time is up, i Will close this meeting. Okay enough for our meeting today, thank you for your attention and see you

Students : see you miss.

Question for Interview

1. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

2. Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris ?

3. Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris

4. Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris

5. Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

6. Bagaimana kamu mengatasi permasalahan speaking tersebut?

Keteranagan Nama :

S1: Anastasya Angelita S

S2 : Sekar Arum N

S3 : Ayzilla Sveva

S4 : Ladzie Angelita

S5 : Anggraita Diva Safira

S6 : Raqa Aditya

S7 : Annisa Nadya Ning Tyas

S8 : Tiara Kusuma Wijaya

S9 : Apriliya Wahyu Utami

S10 : Ahmad Zaky

INTERVIEW TRANSCRIPT

Transcript Interview 1

R: Researcher

S1 : (Student 1) Anastasya Angelita S

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem

sebentar ya?

S1 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah

berbicara dalam Bahasa Inggris?

S1 : Ada mas, susah berbicara Bahasa inggris.

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah

termasuk masalah dalam berbicara Bahasa inggris?

S1 : Kalau itu saya biasanya ngomong agak medok saat berbicara Bahasa Inggris

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa

diungkapkan dalam Bahasa inggris?

S1: iya bener mas

R : Apakah rendahnya participasi teman anda di kelas menggunkan Bahasa

inggris salah satu penyebab masalah bebicara bahasa inggris?

S1 : Sedikit berpengaruh mas,

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S1 : Iya mas, berpengaruh, karena saya saja terbiasa pakai Bahasa Indonesia pakai Bahasa jawa jadi agak susah

R : Bagaimana kamu mengatasi permasalahan speaking tersebut?

S1 : Saya dari dulu sudah suka Bahasa Inggris mas.

Transcript Interview 2

R: Researcher

S2 : (Student 2) Sekar Arum N

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S2 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

S2 : Takut buat berbicara

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S2 : Takut membuat kesalahan dan rasa malu

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris?

S2 : Kesulitan mengungkapkan dalam Bahasa inggris

R : Apakah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahasa inggris?

S2 : Tidak berpengaruh dalam berbicara Bahasa inggris

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S2 : bukan salah satu faktor penghambat berbicara Bahasa inggris.

R: Bagaimana kamu mengatasi permasalahan speaking tersebut?

S2 : biasa nya aku suka dengerin lagu Bahasa Inggris.

Transcript Interview 3

R: Researcher

S3 : (Student 3) Ayzilla Sveva

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S3 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

S3 : Ada mas

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S3 : Saya takut membuat kesalahan, seperti merangkai kata atau kalimat mas

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris

S3 :Tidak mas

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahasa inggris

S3 : tidak mas, buakan salah satu penyebab msalah berbicara Bahasa inggris

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S3 : Tidak mempengaruhi Bahasa keseharian dengan berbicara Bahasa inggris

R : Bagaimana kamu mengatasi permasalahan speaking tersebut?

S3: Menuerut saya mengatasinya baca novel, nek gak weebtoon Bahasa inggris.

Transcript Interview 4

R: Researcher

S4 : (Student 4) Ladzie Angelita

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S4 : Iya, Silahkan mas

R : Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

S4 : Punya mas

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S4 : Takut membuat kesalahan mas

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris

S4 : bisa mas tapi grammar masih belum tertata.

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris?

S4 : semisal di kelas tidaka ada yang maju tapi saya mearasa bisa akan maju kedepan.

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S4 : Tidak mas, soalnya lihat di media social banyak yang menggunakan Bahasa inggris

R: Bagaimana kamu mengatasi permasalahan speaking tersebut?

S4 : Biasanya saya, baca di media soasial menggunakan Bahasa inggris.

Transcript Interview 5

R: Researcher

S5 : (Student 5) Diva

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S5 : Iya, Silahkan kak

R : Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggri's?

S5 : Punya mas

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S5 : Takut membuat kesalahan, seperti vocab dan grammar

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris?

S5 : nggak mas, saya bisa ungkapin dengan Bahasa inggris

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris?

S5 : Tetep akan maju, dan itu bukan salah satu faktor penyebab

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S5 : Berpengaruh mas.

R: Bagaimana kamu mengatasi permasalahan speaking tersebut?

S5 : Saya biasanya mengahafalkan vocab mas

Transcript Interview 6

R: Researcher

S6 : (Student 6) Raqa Aditya

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S6 : Iya, Silahkan mas

R : Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

S6 : Ada mas

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S6 : takut membuat kesalahan dan tidak takut malu

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris?

S6 : bisa mas, tapi saaya Menyusun kalimat terlebih dahulu

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris?

S6 : bukan penyebab untuk berbicara Bahasa inggris

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S6 : bukan salah satu faktor

R: Bagaimana kamu mengatasi permasalahan speaking tersebut?

S6 : Saya biasanya main game tapi setingannya pakek Bahasa inggris

Transcript Interview 7

R: Researcher

S7 : (Student 7) Annisa Nadya Ning Tyas

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S7 : Iya, Silahkan mas

R : Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

S7 : Ada mas

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S7 : Belibet berbicra bahsa inggris mas dan takut orang lain tidak tahu apa yang saya bicarakan.

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris?

S7 : bisa, tapi terbatah-batah dan kosakata kebalik

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris?

S7 : iya penyebabnya mas, tapi setiap pertemuan Bahasa inggris saat presentasi Bahasa inggris saya selalu maju paling awal

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S7 : tidak terlalu bermasalah

R : Bagaimana kamu mengatasi permasalahan speaking tersebut?

S7 : saya biasanya berbicara sama temen cirle menggunakan Bahasa inggris mas

Transcript Interview 8

R: Researcher

S8 : (Student 8) Tiara Kusuma Wijaya

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem

sebentar ya?

S8 : Iya, Silahkan kak

R : . Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah

berbicara dalam Bahasa Inggris?

S8 : Ada kak, gak punya rasa percaya diri takut salah ucap vocabulary

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah

termasuk masalah dalam berbicara Bahasa inggris?

S8 : takut membuat dan rasa malu mas

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa

diungkapkan dalam Bahasa inggris?

S8 : Lebih suka ditulis dahulu mas, kalo langsung diucapkan takut salah atau takut

kebalik mas

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa

inggris salah satu penyebab masalah bebicara bahaasaa inggris?

S8 :tidak penyebab masalah dalam berbicara Bahasa inggris, malah saya ingin maju terlebih dahulu

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S8 : salah satu faktor penyebab susah dan kaku berbicara Bahasa inggris.

R: Bagaimana kamu mengatasi permasalahan speaking tersebut?

S8 : saya biasanya sering dengrin lagu Bahasa inggris mas

Transcript Interview 9

R: Researcher

S9: (Student 9) Apriliya Wahyu Utami

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S9 : Iya, Silahkan kak

R : . Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

S9 : ada kak, ngomong agak belibet, masing sulit membedakan kata kerja.

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S9 : tidak takut membuat salah

R : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris?

S9: 50-50, tidak percaya diri, dan kurangnya pengetahuan tentang vocab

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris?

S9 : bukan salah satu faktor masalah dalam berbicara Bahasa inggriis

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S9 : salah satu faktor, karena Bahasa inggris bukan Bahasa ibu jadi lebih susah untuk memahami atau menerapkan di kehiduapan sehari-hari

R: Bagaimana kamu mengatasi permasalahan speaking tersebut?

S9 : Saya biasanya sering melihat film Bahasa Inggris jadi tau pola kalimat Bahasa Inggris mas

Transcript Interview 10

R: Researcher

S10 : (Student 10) Ahmad Zaky

R : Siang dek, boleh minta waktunya buat interview mengenai speaking problem sebentar ya?

S10 : Iya, Silahkan mas

R : . Oke, kita mulai pertanyaan pertama ya. Apakah anda mempunyai masalah berbicara dalam Bahasa Inggris?

S10 : Ada masalah mas

R : Apakah hambatan seperti takut membuat kesalahan dan rasa malu adalah termasuk masalah dalam berbicara Bahasa inggris?

S10 : iyaa mas, takut salah dan malu mas

R   : Apakah anda memiliki banyak ide untuk berbicara namun tidak bisa diungkapkan dalam Bahasa inggris?

S10 : gak bisa mas, saya belum menguasai Bahasa inggris.

R : Apakahah rendahnya participasi teman anda di kelas menggunkan Bahasa inggris salah satu penyebab masalah bebicara bahaasaa inggris?

S10 : ya saya akan mencoba untuk maju mas.

R : Apakah Bahasa ibu atau Bahasa keseharian merupakan salah satu faktor permasalahan anda dalam berbicara Bahasa inggris anda?

S10 : gak berpengaruh

R: Bagaimana kamu mengatasi permasalahan speaking tersebut?

S10 : sejauh ini belum menemui solusinya mas

APPENDIX 2